MLSC 600
Introduction to Graduate Research, Analysis, and Exposition
Fall 2016 – Syllabus

Meeting time and location: 6:15 – 9:30 PM Mondays, ACC Room TBA

Instructor: **Deborah J. Barrett, Ph.D.,**
Professor of the Practice of Writing and Communication
Phone: (713) 397-6567 (cell for text messages; please include your name)
Office hours: By appointment through e-mail
E-mail: **barrett@rice.edu (best way to reach me).** If you do not hear back from me in 24 hours, then please send me a text, since it means your e-mail did not get to me for some reason (often pushed into SPAM, which I only check weekly).

Introduction

MLSC 600 Introduction to Graduate Research, Analysis, and Exposition provides instruction and experience with scholarly research, analysis, writing, and oral expression at the graduate level. You will learn the analytical approaches used in reading, performing research, and writing in the disciplines represented in the MLS program—the humanities, social sciences, and sciences.

We will read several texts from the three disciplines and discuss research and writing conventions across all three, with a focus on analytical reading, rhetorical structures, argument, validity testing and use of evidence, use of effective language, tone, and style in traditional academic and contemporary writing, and the conventions for managing and documenting source materials found in the library and on the Web. We will explore some of the theories, sources, language, and the qualitative and quantitative research methods scholars and other writers use as they conduct original and secondary research.

Classes will consist of some lecture but will primarily involve interactive instructor and student led-discussions based on the readings.

Course Objectives

Many of you are probably experienced in business or professional communication, but you may have been away from academic writing for some time. Therefore, this course will reintroduce you to academic writing and introduce you to writing and communicating at the graduate level. In particular, MLSC 600 will help you to develop your ability to do the following:

- Demonstrate graduate-level analytical and critical thinking and reading abilities;
- Perform library and Internet scholarly research at a graduate level;
- Express the results of scholarly research and analysis and original ideas in the written formats that meet the criteria for graduate-level essays, papers, and reports; and
- Use oral expression, discussion, and presentation techniques at the level expected in graduate classrooms.

Texts and Readings

The following are the books we will be using:

Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers*, 9th edition. Boston: Bedford/St. Martin's, 2013.
Palmquist, Mike. *The Bedford Researcher*, 5th edition. Boston: Bedford/St. Martin's, 2015.
Williams, Joseph M. and Bizup, Joseph. *Style: The Basics of Clarity and Grace*, 5th edition. New York: Pearson, 2015. ISBN-10: 0321953304 • ISBN-13: 9780321953308.

The following readings will be posted in the Resources section of OWL-Space:

Colapinto, John. "The Interpreter: Has a Remote Amazonian Tribe Upended Our Understanding of Language?" *The New Yorker* 16 April 2007: 120 - .
Eliot, T.S. "The Love Song of J. Alfred Prufrock."
Emerson, Ralph Waldo. "Self-Reliance." Excerpt reprinted from *A World of Ideas*, 8th edition.
Faulkner, William. "A Rose for Emily" and *The Bear*.
Fischman, Josh. "Criminal Minds," *Chronicle of Higher Education* 12 June 2011.
Fukuyama, Francis. "Genetic Engineering." Reprinted from *A World of Ideas*, 8th edition.
Gould, Stephen. "Nonmoral Nature." Reprinted from *A World of Ideas*, 8th edition.
Hawking, Stephen W. "Our Picture of the Universe." Excerpt from *A Brief History of Time*. Reprinted in Comley, Nancy, et al., eds. *Fields of Reading*. 8th edition. Boston: Bedford/St. Martin's, 2007.
Jung, Carl. "The Concept of the Collective Unconscious."
Kaku, Michio. "Hyperspace—A Scientific Odyssey."
Kapuscinski, Ryszard. *Travels with Herodotus* (selected excerpts).
Kolbert, Elizabeth. "Original Penguin." From *Sixth Extinction*.
Konner, Melvin. "Our Bodies, Our Choices." *American Prospect* May 2007: 37-41. Review and discussion of Sandel's *The Case Against Perfection* (2007).
Lewis, Thomas, Fari Amini, and Richard Lannon. *A General Theory of Love.* New York: Random House, 2000. (Chapters 1, 2, & 5).
McGowan, Kathleen, "How Much of Your Memory is True?" *Discover Magazine* 3 August 2009.
Milgram, Stanley. "Some Conditions of Obedience and Disobedience to Authority." *Human Relations* 18.1 (1965): 57-75.
Moore, Monica. "Nonverbal Courtship Patterns in Women: Context and Consequences." *Ethology and Sociobiology* 6.4 (1985), 237-47.
Nagel, Thomas. "The Core of 'Mind and Cosmos,'" *The New York Times* 18 August 2013.
Niven. David. "A Field Experiment on the Effects of Negative Campaign Mail on Voter Turnout in a Municipal Election." *Political Research Quarterly*, 59:2, 203-210.
Orr, H. Allen. "Awaiting the New Darwin." *The New York Review of Books* 7 February 2013.
Pinker, Steven. "The Cognitive Niche" and "The Moral Instinct."
Sandel, Michael J. "The Case against Perfection." *Atlantic Monthly* 293.3 (April 2004): 51-61.
Thoreau, Henry David. Excerpts from *Walden and Civil Disobedience*.
Utley, Francis Lee (Compiler). Selections from *Bear, Man, and God: Eight Approaches to William Faulkner's The Bear*.
Weinberg, Steven. "A Designer Universe?" *The New York Review of Books.* Reprinted in Comley, Nancy, et al., eds. *Fields of Reading*. 8th edition. Boston: Bedford/St. Martin's, 2007.

Please note that in OWL-Space, I have posted and will post additional readings to supplement and complement those above. They are organized in the relevant course topic folders and identified with an which indicates a note is attached. In the note, I let you know the reading is optional and also sometimes provide background information on this reading.

Evaluation Principles and Assignment Guidelines

I will judge the merits of your work in relation to your peers but also against a standard of excellence expected of students in a master's degree-level program at Rice University. Your essays should be argumentative, thoughtful, and intelligent in supporting a clearly defined and stated thesis.

1. I will evaluate the essays and all work according to the following criteria:
   a. Depth of content, original thinking, and insight into ideas discussed
   b. Logic, coherence, and organizational structure
   c. Clarity, confidence, and conciseness of writing style and expression
   d. Suitability of style and tone for the topic and discipline
   e. Correct use of grammar, punctuation, and spelling
   f. Adequacy of research methods and correct handling of sources and references when appropriate
   g. Formatting and appearance (including careful proofreading for typos, etc.)
   h. Overall academic quality of content, writing, and research
2. My intention is to work with you to develop your graduate writing, analytical, and research abilities. If at any time, you do not understand the evaluation of your work or have any other questions, please send me an e-mail or come see me.
3. I will use the following scale when awarding grades on your major assignments:

A+ = 98	B+ = 88	C+ = 78	D = 65
A = 95	B = 85	C = 75	F = 50
A- = 92	B- = 82	C- = 72	R = Rewrite*

*An "R" indicates that the assignment is not acceptable as it is, which usually means that it has merit and the potential to be acceptable, but it falls short in some way, either by not meeting the expectations of the assignment or by containing flaws in the content, logic, style, or format. If you receive an "R," you are expected to rewrite and resubmit the assignment to be reevaluated. Please turn in the original assignment when you turn in the rewritten work no later than a week from when the graded assignment is returned to you.

4. **Please follow the formatting guidelines in Appendix A.** Assignments should be placed in your personal Drop Box in OWL-Space. Please avoid e-mailing assignments since these do not always get to me.

5. **You are expected to follow the Rice Honor Code for all work prepared for this course.** Most assignments call on your own thinking, ideas, and experience, although you will also be bringing in information from others, so please be careful to acknowledge all sources appropriately. Not doing so would be a violation of academic honesty policies and the Honor Code. Having someone else write your essays or substantially edit your writing is considered a violation of the Honor Code in this class; however, you may have someone read over your essays for clarity and slips in proofreading.

Daily Syllabus – Fall 2016

In the following daily syllabus, you will find the readings, assignments, and other information to prepare for each class meeting. Unless otherwise indicated, the readings are from our primary text, *A World of Ideas*. You will want to bring your texts to class so that we can refer to information in the texts and to passages for discussion. I look forward to an active exchange of ideas with all of you as we discuss the readings included below.

Green indicates page length for reading assignments, with total pages under Topics. Most of the readings will require close attention and thought and perhaps more than one reading to extract the major ideas. You will probably want to read the introductions to each section and reflect on the questions at the end of each essay so that you are better able to contribute to the class discussions. Note: I have not included the page numbers for the *Bedford Researcher* text since most of these pages only require a quick skimming.

Blue font indicates student-led discussion assignments (the number of these will change depending on the number of students enrolled in the course). **Red** indicates an assignment is due.

Class	Dates	Topics	Assignment
1	**Sept 12**	Introductions Government & Leadership Style with brief usage review (136)	Introduction to the course and each other and review of the syllabus and assignments. Also, I will ask you to sign up to lead the discussion of the assigned readings, and we will discuss performing rhetorical analyses and leading the class discussions. Skim "Evaluating Ideas: An Introduction to Critical Reading," pp. 1-11 (11) and "Writing about Ideas: An Introduction to Rhetoric," pp. 13-50 (38). Read Lao-tzu, "Thoughts from the *Tao-te Ching*," pp. 203-218 (15) and Machiavelli, "The Qualities of the Prince," pp. 219-236 (17). Please complete the self-assessment of usage posted in OWL-Space and determine your score using the key provided before coming to class. Depending on your score, you may want to skim the usage review in OWL-Space from *Leadership Communication*, 3rd edition, "The Language of Leaders" and "Appendix B: "The Business of Grammar." I will address any questions you have on the usage assessment. Skim *Style: The Basics of Clarity and Grace* – Lessons 1–5 (55)
2	**Sept 19**	Government & Leadership (cont'd) More on style and graduate writing (141)	Rousseau, "The Origin of Civil Society," pp. 237-57 (20); Jefferson, "The Declaration of Independence," pp. 259-67 (8); Tocqueville, "Government by Democracy in America," pp. 121-41 (20); Bhutto, "Islam and Democracy," pp. 177-93 (16); and Carter, "The Separation of Church and State" (e-pages online at Bedford/St. Martin's and also posted in OWL-Space) (11). Skim *Style: The Basics of Clarity and Grace* – Lessons 6–9; read pp. 140-149 on Jefferson's style (66)

Class	Dates	Topics	Assignment
3	**Sept 26**	The Mind Intro. to research methods across disciplines and to Zotero (76)	Plato, "The Allegory of the Cave," pp. 865-77 (12); Descartes, "Fourth Meditation: Of Truth and Error," e-pages online at Bedford/St. Martin's and posted in OWL-Space (13). In OWL-Space: Jung, "The Concept of the Collective Unconscious" (6). Chapters 1, 2, & 5 excerpted from Lewis, Amini, and Lannon. *A General Theory of Love* (33); McGowan, "How Much of Your Memory is True?" *Discover Magazine* (5); and Fischman, "Criminal Minds," *Chronicle of Higher Education* (7). Read *Bedford Researcher* Part I – Joining the Conversation, Chapters 1 – 2 and Part IV – Creating Your Document, Chapters 12 – 14. Please download Zotero to your personal computer before this class. It is a free **Firefox** extension at http://www.zotero.org/. We will talk briefly about the use of this program in class. You will find straightforward documentation on its use on the Fondren Web site at http://library.rice.edu/services/dmc/guides/e-resources/zotero-handout and in Resources in OWL-Space. If you need more hands-on instruction, the university offers short-courses in its use (for scheduled courses, check http://library.rice.edu/ services/dmc/services/short-courses). **Essay 1 due. Place in Drop Box by 5:00 today.**
4	**Oct 3**	Reading and writing in the humanities (86)	In OWL-Space: Eliot, "The Love Song of J. Alfred Prufrock" (6) (I will explicate this poem in class); William Faulkner's "A Rose for Emily" (12) (you will find completing the chronology chart in OWL-Space helpful in understanding this story); and the following selected and posted readings excerpted from *Bear, Man, and God* (68). 1. Introduction, pp. 3-4 2. "The Bear," pp. 5—43, 79-88 (sections 1–3 and 5). 3. The Role of Personal Experience in Faulkner's Work, pp. 94-101 4. Cultural Roots of "The Bear," pp. 127-37 5. The Relation of Style and Form to Meaning in Faulkner's Work – Faulkner's Concepts of Time, pp. 290-93. Skim *Bedford*, Part V, Chapter 19 – "Understanding Documentation Systems" and Chapter 20 – "Using MLA Style."

Class	Dates	Topics	Assignment
5	**Oct 10**	Research in social sciences Research in social sciences IRB policies (72)	We will discuss the articles below (all posted in OWL-Space) as examples of the research methods discussed in the social sciences, focusing on structure and format in particular. A quick reading of them should be sufficient for class discussion: 1. Milgram. "Some Conditions of Obedience and Disobedience to Authority" (19). 2. Moore, "Nonverbal Courtship Patterns in Women: Context and Consequences" (10). 3. Niven, "A Field Experiment on the Effects of Negative Campaign Mail on Voter Turnout in a Municipal Election" (7). Read *Bedford* – Part I, Chapter 3 – Developing Your Research Question and Proposal"; skim Part II – Working with Sources; Part III, Chapter 11 – "Field Methods"; Part IV, Chapter 15 – "Using Sources Effectively"; and Part V, Chapter 21 – "Using APA Style" Skim *Style: The Basics of Clarity and Grace* - Lessons 10 & 11 (36) We will look at sources on human subject research: Rice University's Office of Sponsored Research - IRB - Human Subjects http://osr.rice.edu/template. cfm?pageid=10) and review handout on IRB at Rice in OWL-Space. **Essay # 2 due. Place in Drop Box by 5:00 today.**
6	**Oct 17**	Nature and Science (88)	Bacon, "The Four Idols," pp. 879-95 (16) and Darwin, "Natural Selection," pp. 897-913 (16). In OWL-Space: Gould, "Nonmoral Nature" (14); Nagel, "The Core of 'Mind and Cosmos'" (3); Orr, "Awaiting the New Darwin" (11); Kolbert, "The Original Penguin" (22); and Pinker, The Cognitive Niche" (6). Read *Bedford*, Part IV, Chapter 18; skim Part V, Chapter 22 – "Chicago Style" and Chapter 23 – "CSE Style." Lecture on delivering presentations
7	**Oct 24**	Science (cont'd) The genetic testing and engineering debate (55)	In OWL-Space: Weinberg, "A Designer Universe?" (9); Hawking, "Our Picture of the Universe" (10); Kaku, "Hyperspace" (6); Fukuyama, "Genetic Engineering" (15); Sandel, "The Case Against Perfection" (10); Konner, "Our Bodies, Our Choices" (5). **Research proposal due.** Place paper and PPT in Drop Box by 5:00 today and come prepared to present your proposal to the class in a stand-up formal presentation.

Class	Dates	Topics	Assignment
8	**Oct 31**	Ethics and Morality Individual and Society (141)	Nietzsche, "Morality as Anti-Nature," pp. 343-58 (15). Appiah, "The Case Against Character," pp. 397-414 (17). Gazzaniga, "Toward a Universal Ethics," pp. 415-31 (16). In OWL-Space: Pinker, "The Moral Instinct" (15); Emerson, "Self-Reliance" (14); Thoreau, "Economy" and "Where I Lived and What I Lived For," from *Walden* (78).
9	**Nov 7**	Society and Justice (50)	Douglass, From *The Narrative of the Life of Frederick Douglass, An American Slave*, pp. 327-342 (14). King, "Letter from Birmingham Jail," pp. 375-95 (20). Woolf, "Shakespeare's Sister," pp. 689-705 (16).
10	**Nov 14**	Language and Culture (82)	Chomsky, "New Horizons in the Study of Language," pp. 843-54 (11). In OWL-Space: Colapinto, "The Interpreter: Has a Remote Amazonian Tribe Upended Our Understanding of Language?" (14) and excerpts from *Travels with Herodotus* by Ryszard Kapuscinski (57).
11	**Nov 21**	Final presentations	Final research presentations and research papers due. Celebration.

Assignments with Due Dates and Values

The table below includes the due date and value for each assignment.

Due Date	Assignments	Value
Starting Sept 19	Class discussion leadership of one essay (30 minutes) and rhetorical analysis (3 - 5pages)	10%
Sept 26	Essay # 1 – Government/Leadership (3-4 pages – 625 -1000 words)	10%
Oct 10	Essay # 2 – The Mind (4-6 pages – 1000 – 1500 words)	15%
Oct 24	Research proposal (3-5 pages, plus appendices)	15%
Oct 24	Research proposal presentation (5-7-minutes, plus 5 minute Q&A) – feedback, but no grade	0%
Nov 21	Final research presentation (8-10 minutes, plus 5-8 minute Q&A, timing depends on class size)	10%
Nov 21	Research paper (12 page max, excluding bibliography and any exhibits)	20%
Throughout the semester	Class participation and attendance, contributions to discussions	20%

Instructions on Assignments

Below you will find the instructions for each of the assignments listed in the syllabus.

In-Class Discussion Leadership and Rhetorical Analysis of Reading

Each person will be asked to sign up to lead the discussion of a selected reading for a class meeting. For these discussions, I want you to concentrate on a close reading of the essay with an emphasis on the content (themes, messages, and support), rhetorical devices, and style. In *A World of Ideas*, the questions following each essay should guide you in developing your discussion. You may use other sources from those included in the text for biographical information and background information on the essay, but you are not required to do so.

On the night you lead the discussion, please turn in a rhetorical analysis to me, which includes the following headings and content. It may be single spaced, but should be no more than 5 pages long.

1. Author, title, and context (reaction to event, part of another work, audience, etc.)
2. Stated and implied purposes (if different from stated purpose)
3. Description of argumentative structure (classical, Toulmin, Rogerian, or a combination) with a brief outline of the pattern
4. Primary methods of development (definition, comparison, example, cause and effect, quotations or other references to others, etc.) with examples of each
5. Rhetorical strategies and techniques, such as use of any of the following **with examples**:
    a. Figurative language (similes, metaphors, symbols, imagery)
    b. Appeals (to emotions, logic, ethos)
    c. Logical fallacies
6. Style (**provide examples from the reading**)
    a. Clarity and conciseness
    b. Use of language, word choices (diction)
    c. Passive or active voice
    d. Simple or complex sentences; short or long sentences

The objective of this assignment is to help you appreciate a writer's use of language for rhetorical purposes (usually to argue a point of view or persuade others).

For this assignment, you will be evaluated on the thought that you have put into the reading and the richness you can bring to the class discussion of it and on your written rhetorical analysis.

We will allow 30 minutes per student, so plan your part of the discussion for this length of time. You should plan to engage the class actively in discussing the work. In other words, come with information but also questions to get us all involved.

Essays

You will be writing two essays based on the topics listed below. You will need to focus your discussion so that you can provide a narrow but well-developed argument.

Essay #1 – Government/Leadership

For this first essay (3 to 4 double-spaced pages), select one of the following topics from *A World of Idea* and narrow it so that you can develop your argument effectively in the space allotted:

1. Page 140, Suggestion 2: Using examples from his book and/or from your own experience, agree or disagree with Tocqueville's position that universal suffrage works against choosing the most accomplished candidate and toward choosing a mediocre candidate. See his statement in paragraph 17 for example: "I hold it proved that those who consider universal suffrage as a guarantee of the excellence of the choice made are under a complete delusion. Universal suffrage has other advantages but not that one."
2. Page 194, Variation of Connections #7: Would Carter or Bhutto believe it possible for a nation with an official religion to separate religion from the state? Or would either believe that a democracy that did not separate religion from the state could continue to be democratic? Or compare/contrast Carter's and Bhutto's stands on religion and democracy and argue that one is more convincing than the other and explain why.
3. Page 257, Connections # 7: Answer the following question: Is Rousseau closer in his thinking to Lao-Tzu or to Machiavelli on the essential responsibility of the monarch or government leader?
4. Page 266, Variation of Connections #6 or 8: Compare/contrast Jefferson's conception of human nature and of government with Lao-tzu's or with Rousseau's.

Please be careful in comparing or contrasting the writers and their ideas that your essay is not simply descriptive; go to the next step and draw meaningful conclusions from the similarities or differences. An argumentative thesis usually leads to a stronger essay, so if the topic allows and most do, take a stand and write to convince your audience of your point of view. Also, remember to cite all references in your primary source; provide the author's name with page and paragraph references from *A World of Ideas* in parentheses.

Essay #2 – Essay on the Mind

For this essay (4 to 6 double-spaced pages), select **one** of the theories or concepts from (1) the essays under the topic the Discoveries and the Mind from *A World of Ideas*, or (2) the selected chapters from *The General Theory of Love*, or (3) the essay, "How Much of Your Memory is True," or (4) the essay "Criminal Minds," as the primary focus of your discussion. Locate two scholarly articles in which one of the theories or concepts from these readings is discussed, either in support of or in opposition to the idea. Using these articles, the original essay, and your own thinking about the idea, explain the concept and its importance in contributing to our understanding of the nature of the mind, memory, consciousness, and/or human identity. Some of the essays provide a non-scholar's view (often a journalist's) of the ideas of the original researcher, who is a scholar on the topic. You will want to go to the publications of the scholars and use their research findings to support your discussion. The essays themselves are starting points in most cases and not the definitive proof for the conclusions expressed.

Essay #2 (continued)

You may want to find articles providing opposing views and use the disagreeing researcher's ideas to support your view or use this opposing critic as one against whom you argue. This refutation may be a small part of your overall argument or you may want to set up your entire discussion as a refutation. I am interested in your original thinking on the topic as well as your ability to weave in the ideas of others as you argue your point of view. Please remember to cite all references, including your primary one (including *A World of Ideas*) using APA, MLA, or Chicago style.

Research Paper Assignment

The research paper should be an argumentative essay with an original thesis related to or inspired by *one* of the essays from *A World of Ideas* or other readings and supported by secondary research (library and/or field). Your final paper should be no more than 12 pages maximum, excluding bibliography and any exhibits or other appendices, so please make sure you narrow your topic adequately to keep it under this length. Please follow the guidelines posted in OWL-Space for academic essays, and depending on the discipline you plan to emphasize, you should follow the MLA, APA, or Chicago formats for documenting your sources. Also, be careful to cite any direct quotations or paraphrases from your primary source.

You may select to approach any of the many topics touched upon in the readings from the point of view of the humanities, social sciences, or science. The essays included in this text provide a very rich collection of ideas, representing major historical and contemporary philosophical, social, political, psychological, scientific, technological subjects. I am hoping to see an array of topics based on your individual interests so that we can all learn more about the essays, authors, and ideas as well as how any of them might be approached using a discipline-specific research approach.

You will want to avoid rehashing class discussions, so you may want to select an essay we did not read or a point of view or critique original to you that we did not explore in our class discussion. You may also select another essay of any of the authors represented, but be careful going down this road since it may end up taking too much time to read and select just the right essay (as much fun as this could be, we do need to be practical).

You will find specific topics on each essay in the discussions preceding them and in the questions following them. Also, I have posted a bibliography of other works by the authors and additional references, which include discussions and critiques.

Other topics (such as those related to your Capstone projects) are also acceptable, but please talk to me before getting too far into the writing of your proposal so that I can help you determine an approach to narrowing the topic for the paper in this class. In addition to the final research paper, you will do a proposal and two formal presentations on your topic. These are described below.

Research Proposal

For your research proposal (3-5 pages), you are to write up your planned topic and approach for the research paper, including the following information:

1. Working title for your project and primary thematic focus (political, social, psychological, philosophical, scientific, economic, historical, literary, etc.);
2. Research question. What is it that you are planning to answer and what is your purpose in answering it?
3. Research approach (literary, qualitative, quantitative, or mixed methods)
4. Rationale for selecting this topic and research method. Why is this theme of interest to you? Do you have expertise in a related discipline that you plan to use? Is it a subject you see as one you will pursue outside of class or in future class work?
5. Brief review of any key findings you uncovered in your preliminary research.
6. Action plan with major tasks and timing for your research and writing. Please create a table or Chevron graph as discussed in class.
7. Any key challenges you will face in completing this research.
8. Working bibliography. List all sources you have found that you think you possibly could use. Unlike the example in Bedford, yours does not need to be annotated.

If you plan to do an interview or a survey, remember to include copies of your interview guide and a draft of your survey in your appendix. Also, determine if you need IRB approval.

Please label the sections of your proposals using headings. For example, **Research Question,** then follow the heading with complete sentences discussing your question. You will find additional information and an example proposal in *Bedford Researcher*.

Proposal Presentation

The proposal presentation should be a prepared 5- to 7-minute formal presentation with a 5-minute Q&A based on your written proposal. It should provide the class an overview of your plans for your research project. You may use PowerPoint slides or other visuals or handouts and should plan to stand to deliver this presentation. I will evaluate the presentation on the following:

- Content – thoroughness of research plans with all of the required sections listed above
- Appropriateness of research approach
- Organization and logical ordering of presentation topics
- Knowledge and control of the content (extemporaneous presentation without reading from notes or looking back at slides)
- Confidence and ethos
- Gestures and movement
- Eye contact and connection with the audience
- Fillers (uhs, etc.)
- Voice, volume, diction, articulation, pace, usage
- How well the best practices for presentation delivery and PowerPoint are followed
- Presentation preparation and adherence to time limit

The presentation should have an introduction that includes the context, purpose, and foreshadowing of the content and a conclusion that includes a summary of the content and a strong closing statement.

Please place a copy of your proposal and presentation slides in your Drop Box before class. If you wish to turn in a printed copy instead, please Print it in Pure Black and White (color is not necessary), three-slides-to-a-page handout format.

Again, I will not award a grade for this presentation, but I will give you feedback. You may view it as an opportunity to practice the techniques from the lecture on presentations without worrying about the grade.

Final Research Presentation

The research presentation should be a prepared 8- to 10-minute formal presentation with a 5- to 8-minute Q&A, which provides the class a summary of your research project. You may use PowerPoint slides or other visuals or handouts and should plan to stand to deliver this presentation. I will evaluate the presentation on the following:

- Content – originality, depth, completeness of research and analysis
- Organization, logical coherence of the sections to each other
- Knowledge and control of the content (extemporaneous presentation without reading from notes or looking back at slides)
- Confidence and ethos
- Gestures and movement
- Eye contact and connection with the audience
- Fillers (uhs, etc.)
- Voice, volume, diction, articulation, pace, usage
- Preparation and adherence to time limit

The presentation should have an introduction that includes the context, purpose, and foreshadowing of the content and a conclusion that includes a summary of the content and a strong closing statement.

Please place a copy of your research paper and presentation in your Drop Box before class. If you wish to turn in a printed copy instead, please Print it in Pure Black and White (color is not necessary), three-slides-to-a-page handout format.

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Documented Disabilities: Please speak with your instructor if you have a documented disability that will impact your work in this class**.** All discussions will remain confidential. Students should also contact the Disability Support Services Office in the Allen Center.

Appendix A – MLSC 600 Formatting Guidelines

Please follow the guidelines for formatting academic papers below in this class (they conform to *MLA Style Sheet*):

1. Print your essays out on standard, white 8.5 x 11-inch unlined paper.
2. Double-space the text of your paper.
3. Use 12 point Times New Roman or similar serif font.
4. Leave two spaces after periods and colons.
5. Allow a 1-inch margin on all sides. Use a ragged right margin (in other words, do not use full justification).
6. Indent the first line of paragraphs five spaces. Either use the Tab key or use the paragraph formatting feature.
7. Place your name and the page numbers in the upper right-hand corner, one-half inch from the top and flush with the right margin. For electronically submitted papers, use MLSC 600, your name, and the topic as the file name (i.e., MLSC 600, Barrett, the Mind essay).
8. Use italics for titles of books or free-standing works instead of underlining them.
9. Use bold instead of underlining for headings should you use them.

For PowerPoint presentations, please print them in Pure Black and White instead of printing in color and print as a handout with three to six slides per page instead of one slide per page.

You may use MLA, APA, or Chicago documentation formats for parenthetical references or notes (foot or end), and for the bibliography whenever you use information from others. Please identify which you are using on your cover page. You will find Zotero very helpful in keeping track of your sources and in formatting your references.